

## **Tips for Accommodations**

### **Standard Accommodations:**

Pages two and three of the yellow *Montana Guide for Test Coordinators and Test Administrators* include information on standard accommodations. Standard accommodations are changes made to the testing program for an individual student and are intended for “Students who have been identified as having Limited English Proficiency (LEP\*) or when prescribed by an IEP or 504 Plan for a student experiencing a disability

Districts may decide what test administration schedule will be followed, so long as the actual time requirements and scripted directions for administration of each subtest are followed. The order of which content area to be covered, the size of each testing group, the location for testing within the school, and the number of test administrators or proctors in each session are district-based decisions. These judgments should be based on what will allow all of the students an optimal testing situation without placing the burden of significant disruption to their daily schedule upon them.

Deciding to test a fourth grade classroom by having the class take the test in the library while a total of four adults is present does not alter the actual test directions utilized, and is not considered an “accommodation.” However, if the majority of the fourth graders take the test in their classroom with their teacher administering the directions while one or two special education students are sent to an alternate location and administered the test by a different educator, that should be considered an accommodation for the special education students that is a “change in setting.”

Districts should consider whether any procedures they are implementing violate a specific direction provided by the Iowa Tests, or whether any change to a direction is being made on behalf of a specific student. If a specific student’s testing program is adjusted, then it must be based on the existence of an IEP, 504 Plan, or LEP status. Any adjustment must not change the intent of the test, or it is considered to be a “non-standard” accommodation that requires completion of the Alternate Assessment Scale.

### **Calculator Use:**

Calculators are not allowed except when they are specified in the current IEP. The special education teacher will have the information and should make arrangements with the classroom test administrator prior to testing. Ignore the directions for calculator use found in the Directions for Administration published by Riverside. Do not bubble the “Y” or “N” circles found in the section for Math Problem Solving and Data Interpretation on the answer document.

If the current IEP requires a calculator for the Math Problem Solving and Data Interpretation Test (grade 4, Level 10 and grade 8, Level 14) or the Mathematics: Concepts and Problem Solving Test (grade 11, Level 17/18), it is considered a standard accommodation.

If the current IEP requires a calculator for computation or estimation, use of the calculator changes the intent and content of the test, so the use is considered a nonstandard accommodation. In those cases, the student scores are not calculated with the rest of the math scores, and the student needs to have the Alternate Assessment Scale in math administered and recorded on the answer document. Special coding is necessary:

- In the “Office Use” section, bubble the number of the test for which the calculator was used as a nonstandard accommodation
- Administer the Alternate Assessment Scale for math and bubble the score in column “I” of the “Test Administrator Use Only” section of the answer document

\*For questions about students identified as LEP, please contact:

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